DOCUMENT RESUME

ED 110 569 UD 015 386

TITLE A Directory of Title III, ESEA Projects [Arkansas].
INSTITUTION Arkansas State Dept. of Education, Little Rock.
PUB DATE Jan 75
NOTE 46p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Counseling Programs; *Demonstration Projects; Early Childhood Education; *Educational Improvement; *Educational Innovation; *Federal Programs; Fine Arts; Gifted; Guidance Programs; Instructional Innovation; *Instructional Programs; Mathematics; Physical Fitness; Preschool Programs; Reading Programs; Science Programs
IDENTIFIERS Arkansas; *Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Forty projects currently funded by Title III ESEA-whose purpose is intended to lie in improvement of education by demonstrating the feasibility of innovations in local school settings- are described in this Directory of Title III, ESEA projects. The projects are listed under the following categories: Early Childhood Education, Fine Arts, Gifted, Guidance and Counseling, Mathematics, Physical Fitness, Readings, Science, Speical Education, and Special Instructional Programs. Six of the projects listed are said to be in the planning stage, eighteen in the first year of operation, and sixteen in the second or third year of operation. Project location, along with the name and address of project director are listed for each program to assist in obtaining further information about them. (AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

STATE ADVISORY COUNCIL

TITLE III, ESEA

M. D. Forrest, Wynne, Chairman
Fred J. Taylor, Fayetteville, Vice-Chairman
William M. Beck, Benton
Evalena Berry, Little Rock
Roberta D. Brown, Batesville
Emma S. Davis, Marianna
Philip Klopfenstein, Pine Bluff
Ollie Rae Lofton, Blytheville
Fred Martin, Jr., Altheimer
Alvin McRaven, Jonesboro
Bert Stark, Jr., Conway
Leonard Thalmueller, Little Rock

FOREWORD

The purpose of Title III, ESEA, is to improve education by demonstrating the feasibility of innovations in a local school setting. The goal of Title III in Arkansas is to encourage the development of new and improved educational practices that will result in better ways of educating our children.

A major thrust of Title III is to encourage through demonstration the adoption of innovative and exemplary programs. Therefore, it is important to communicate with people about the operation and outcome of demonstrations and exemplary practices in education that are being conducted in Arkansas.

It is the purpose of this publication to describe the projects that are currently in operation and funded through Title III. We hope you find it useful in identifying programs which may assist you in your efforts directed toward the improvement of educational opportunities.

It is the purpose of this publication to describe briefly the forty projects that are currently funded. Six of these projects are in the planning stage; eighteen are in the first year of operation; and sixteen are in the second or third year of operation. Project location, name and address of project director have been included to assist those interested in obtaining additional information. We hope you find it useful in identifying programs which may assist you in your efforts directed toward the improvement of educational opportunities for your students.

Additional information regarding all projects may be secured by contacting the project director or the Title III, ESEA Office, Division of Federal Programs, Arkansas Department of Education, Little Rock, Arkansas 72201.

PAGE

EARLY CHILDHOOD EDUCATION

Teaching Basic Concepts Through Discrimination Learning Experiences 14

Exemplary Open Kindergarten 15

A Model Demonstration Kindergarten 16

Early Childhood Education Model 17

FINE ARTS

Music, Art, Speech, and Drama for Fun, Accomplishment, and Application 18

GIFTED

Exemplary Program for the Gifted 19

GUIDANCE AND COUNSELING

A Model Guidance Program for Elementary Students, Parents and Teachers 20

MATHEMATICS

Center for Development of Relevant Mathematics for Non-College Bound High School Students 21

PHYSICAL FITNESS

Program for the Development of Physical Education 22

READING

High School Reading Program for Deprived Students 23

School-Community Involvement Project for Culture and Curriculum 24

Diagnostic-Prescriptive Reading Instruction Development 25

Service to Advance Reading Teacher Skills 26

SCIENCE

Demonstration Center for the Individualized Science Instructional System 27

SPECIAL EDUCATION

An Exemplary Regional Program for Hearing Impaired Children 28

PAGE

SPECIAL EDUCATION (Continued)

Exemplary Learning Program for the Learning Disabled, Grades 7-9 29

Special Education Job Readiness Skills Laboratory 30

A Program for Language Development and Correction of Speech Impairments 31

An Alternative Educational Program for the Emotionally Disturbed Adolescent 32

The Union County Special Education Cooperative 33

Design and Development of a Pragmatic Pre-Employment Training Curriculum for Mentally Retarded Youth 34

SPECIAL INSTRUCTIONAL PROGRAMS

A Model Primary Learner-Centered Instructional Program 35

Project Mainstream 36

Multi-Level Alternate Instructional Program in Mathematics and Language Arts 37

Affective Learning with Emphasis of Children Becoming Self-Directed Learners 38

Peer Tutoring in an Integrated Study Center 39

A Humanistic Junior High School Instructional Program 40

LEARNER-CENTERED CURRICULUM: A CAREER DEVELOPMENT APPROACH

The purpose of this project is to implement a learner-centered curriculum in grades 4-8 utilizing the career development approach. The goals of the project include:

1. To make educational subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

2. To provide students with guidance, counseling and instruction needed to develop self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

3. To develop within the school district's educational program greater utilization and coordination of community resources.

4. To provide direction to school personnel in providing a leadership role in career development and improved methods of instruction.

Activities include staff development through workshops; the use of community resource persons who are willing to share their expertise with students; field trips; the development and utilization of locally produced video tapes and cassette recordings to supplement unit lesson plans; and the use of supplementary instructional materials.

Project Director: Charles Barnes
Harmony Grove School District
Route 3, Box 217
Camden, Arkansas 71701

First Year Operational: 7/1/74 - 6/30/75

PROJECT VAN - VOCATIONAL ACTION NETWORK

The purpose of this project is to make available to students in four high schools vocational training in the areas of world of construction; refrigeration and air conditioning; machine shop; and electronics. Objectives of the project for the third year of operation are:

1. Students will succeed in vocational courses as demonstrated by 90 percent receiving passing grades.

2. Students will tend to remain in school as demonstrated by maintaining a previous decrease of 25% in the dropout rate for the first two years of operation over the previous year.

3. Behavioral objectives: The student will:

   a. Improve his attitude toward school.

   b. Develop a positive outlook for the future.

   c. Increase his overall grade average.

   d. Improve homelife because of increased interest in pursuit of VAN courses.

   e. Develop better habits regarding promptness, courtesy and desire to work.

To accomplish the above objectives, four mobile vans adequately equipped as laboratory units with qualified instructors provide instructional services to the four high schools. Each unit provides a complete course of activities with stated objectives which participants are expected to meet. These units rotate among the four schools at the end of each semester. The superintendents of the four school districts serve as management auditors.

An advisory committee assists with the planning and operational activities.

Project Director: James H. Reed
Paris School District
P. O. Box 272
Paris, Arkansas 72855

8

Third Year Operational: 7/1/74 - 12/31/74

PROJECT CAP (CAREER AWARENESS PROGRAM)

This project is designed to assist students in grades one through eight by developing realistic self-concepts and capabilities of making wise choices. Learning packets designed for instruction in a subject area utilizing career awareness materials are provided for each grade. Goals to be met include:

1. To provide "career awareness" as an integral part of the total curriculum for students in grades one through eight.

2. To develop a sequential career awareness curriculum written in behavioral terms.

3. To develop teaching units for each grade level based on the fifteen occupational clusters as designated by the DHEW Publications No. 72-39.

4. To develop career awareness learning packets within the framework of the sequential curriculum.

5. To provide opportunity for the development of the multi-talents.

6. To develop community acceptance of and appreciation for the dignity of all occupations.

7. To build a model program which can be used in other school districts.

Activities to achieve these goals include: the employment of two curriculum coordinators to develop the learning packets, unit and lesson plans, and to assist the teachers in integrating these materials into their classroom activities. The employment of a part-time counselor assists teachers and school personnel in counseling students in career guidance. Consultants are utilized in packet development and evaluation and in in-service teacher training. Community councils and a lay advisory committee assist in planning and operational activities.

Evaluation methods to be used include pre and post measures of knowledge of selected careers within the clusters, of attitudes, and of behaviors. A control school is also being us

Project Director: Joanne Leffler
P. O. Box 13
Greenland, Arkansas 72737

First Year Operational: 7/1/74 - 6/30/75

9

A SYSTEMS APPROACH TO CAREER DEVELOPMENT IN TWO AREA SCHOOLS

The purpose of this project is to develop and implement a systems approach to career development in grades 3-8. The objectives and intent of the program are as follows:

1. To stimulate students' awareness of various career options and the skills required in a career field by acquainting them with the systems which compose our world.

2. To provide teachers and students with a systematic framework for thinking about the connections between the world of work and their learning experiences.

3. To offer teachers a flexible format for relating their classroom materials to systems and the jobs involved in those systems.

4. To encourage area school participation in preparation for further sharing of services and facilities in a high school vocational program.

5. To obtain the enthusiastic participation and support of community members.

Activities include extensive staff development through year-long workshops to develop career development materials; the use of a "Resource Bank" of community leaders who are willing to share their expertise with students; field trips to appropriate places; and project staff members who work directly with participating teachers.

An advisory council assists with the planning and operational activities.

Project Director: Daniel A. Hammock
Texarkana Career Development Program
Carver School
2300 Preston Street
Texarkana, Arkansas 75501

Third Year Operational: 7/1/74 through 2/28/75

MONTICELLO COMMUNITY EDUCATION PROGRAM

This project is directed toward providing educational, enrichment, and recreational programs for all people in the community. Objectives to be met include:

1. Financial saving through the reduction of unnecessary duplication and fragmentation by increasing mutual cooperation and trust of agencies.

2. Help people identify and use their own great reservoir of talent and strengths through total mobilization and use of existing school and community resources.

3. Develop a "sense of community" by providing educational programs for all people.

4. Open doors previously closed to the community.

5. Create total community involvement by improving communication in all segments of the community.

6. Provide a vehicle and process for problem solving at the local level.

Activities to achieve these objectives include: attending national and regional workshops to establish plans of implementation; enlightening the community of the program with regular radio and newspaper releases; completing education and needs surveys; securing building space; employing instructors and releasing schedules for total community education; forming an advisory committee representative of the school and community to assist with the planning activities; and meeting with the state community education directors in a directors' seminar.

Project Director: Glen Gilbert
Monticello School District
P. O. Box 517
Monticello, Arkansas 71655

First Year Operational: 7/1/74 - 6/30/75

11

PPBS IN PRACTICE

(Planning, Programming, Budgeting System)

The major goal of this project is to plan and implement a PPB System in the Batesville Elementary Schools.

During the first operational year the following activities were initiated:

1. PPB was implemented in language arts.
2. Implemented a process monitoring system.
3. Initiated a teacher improvement program.
4. Planned a program budget for all elementary programs.
5. Planned, in performance and process terms, programs in elementary mathematics and science.

During the second operational year activities will include:

1. Monitoring processes in language arts, mathematics, and science.
2. Planning programs in performance and process terms for all remaining elementary programs.
3. Reviewing and refining all programs which have been initiated.

Types of activities include:

1. In-service program for teachers.
2. On-site assistance for teachers provided by principals and project director in the areas of planning and evaluation.
3. Released time program planning committee meetings.

The school board serves the project in advisory and leadership roles.

Project Director: John H. McCuin
Batesville School District #1
507 Seventh Street
Batesville, Arkansas 72501

Second Operational Year: 7/1/74 - 6/30/75

A PLANNING, PROGRAMMING, BUDGETING AND EVALUATION SYSTEM DEMONSTRATION PROJECT

The purpose of this project is to improve the efficiency and effectiveness of the district's total educational program through the use of this management system. Objectives to be met include:

1. To implement the program planning and budgeting system consisting of the basic elements required to collect, store, maintain, and retrieve operating budget data in both line-item and program format.

2. To implement the program accounting system based on the code structure contained in the USOE Handbook II (Revised).

3. To implement the curriculum planning and development system to the selected components of the pilot elementary reading program.

4. To implement the achievement data system which will provide a cost effectiveness view of selected programs.

Activities to achieve these objectives include:

Implementing the budgeting and accounting systems through the use of data processing equipment, a sophisticated computer program, and the chart of accounts guide of USOE Handbook II (Revised).

Helping students improve in reading by identifying, and sequencing reading skills, using criterion referenced tests to determine the specific skill needs of the individual student, setting up specific objectives, then with teacher assistance, the use of specific skill oriented material by the student.

Analyzing data from the program accounting system and the curriculum development system to determine the cost effectiveness of the selected programs.

Project Director: Tony Scherrey
Fort Smith Public School District
3205 Jenny Lind Road
Fort Smith, Arkansas 72901

First Year Operational: 7/1/74 - 6/30/75

A PLANNING PROPOSAL FOR IMPLEMENTING
STATE SCHOOL SYSTEMS' FINANCIAL
ACCOUNTING HANDBOOK II, REVISED

This planning proposal is to investigate the feasibility of small to medium-sized school districts implementing financial accounting as required by the Financial Accounting Handbook II, Revised, through the use of computer services on a shared-time basis.

Major Goals:

(a) To determine if small and medium-sized schools can implement a financial accounting system based on Financial Accounting Handbook II, Revised through time-shared computer services.

(b) To determine the problems associated with a county unit concept of independent school districts pooling their resources to establish a financial accounting system based on Handbook II, Revised.

(c) To develop a high quality operational proposal for a pilot project establishing a county unit computer center for implementing financial accounting and other educationally related services.

Activities to be implemented include: investigate accounting systems and procedures and plan for the implementation of Financial Accounting Handbook II, Revised; visit selected school systems that are implementing Handbook II using computer services; investigate other computer services for schools; write specifications for appropriate computer equipment; develop an operational plan; negotiate lease bids on proposed computer systems; select and/or develop record forms and programs for computer use; and establish procedures for implementation with participating schools.

Project Director: Bob Whitmarsh
Hope Public Schools
Administration Building
Hope, Arkansas 71801

Planning: 7/1/74 - 6/30/75

MODEL INDIVIDUALIZED LEARNING CENTER
FOR SLOW AND GIFTED STUDENTS

The purpose of the project is to develop an innovative and exemplary educational program that will be instrumental in solving educational problems of the gifted and slow learner. It will also provide enrichment for the student with average ability, give adults the opportunity to complete a high school education, and interested adults will have the opportunity to take enrichment courses to keep abreast in modern educational trends and techniques. Objectives include:

1. Seventy percent of the gifted students in grade 10-12 will increase their achievement level by 1.5 grade levels.

2. Gifted students in grades 10-12 will develop a more positive and enthusiastic attitude toward education.

3. The incidence of discipline problems involving the gifted students in grades 10-12 will be reduced significantly below incidence levels of the previous year.

4. Eighty percent of the slow learners in grades 10-12 will increase overall achievement by 1.5 grade levels.

5. The number of drop-outs in grades 10-12 will be reduced by at least one-half of that before the project began.

Activities to achieve objectives include:

1. Video tape lessons, complete courses in English, math, social studies, science, and homemaking are provided for the teacher to use in the classroom via 25 inch color television monitors.

2. Sixteen individual study carrels, equipped with color television monitors, head sets, and dial pads are provided in the library for independent study.

3. The facilities are available to adults during the regular school day, 8:00 a.m. - 4:00 p.m. and Monday - Thursday nights, 6:00 - 9:00 p.m.

4. Color and black and white cameras and recorders are used in the classroom and wherever needed for special projects.

Project Director: James D. Byrum
P. O. Box 498
Carlisle, Arkansas 72024

15

Second Year Operational: 6/25/74 - 6/24/75

LISTENING RESOURCE CENTER

The purpose of this project is to demonstrate a practical means of individualizing instruction through application of advanced educational technology. It is anticipated that the proposed program will result in a solution that is economically feasible to the problem of a sufficiently low teacher-pupil ratio to allow a measure of individualization.

In general, the goals of the project in terms of student behavior are:

1. To normalize the distribution of scores of groups of students in particular subject matter areas in relation to national norms established by standardized achievement tests.

2. To increase the range of participants' scores on standardized achievement tests in particular subject matter areas.

The areas of mathematics, science, and language arts were selected as areas in which the project will operate.

Activities to achieve these goals are centered around a unique system of distribution of taped lessons. The system has the capability of simultaneous distribution of 12 lessons from a central location to any part of the school building. Any student in any part of the building may receive any lesson being broadcast at a particular time.

The distribution system operates according to the principle of a broadcasting and receiving FM radio system. The broadcasting part of the system is, in effect, a low-power radio station and the receiving part of the system is, in effect, an FM radio receiver. The coverage area of the station is the building in which it is housed.

Programmed series of taped lessons are available for various subject matter areas. These are used in such a manner that students in a single classroom may proceed through the programs at varying rates.

Project Director: Jim Scott
Hamburg School District
Hamburg, Arkansas 71646

Second Year Operational: 7/1/74 - 6/30/75

A MULTI-MEDIA CENTER FOR A SMALL EDUCATIONALLY DEPRIVED HIGH SCHOOL

The major objective of this project is to raise the achievement level of students in grades 7-12 in the areas of mathematics, social science, science and language arts through increased use of filmstrips, audio tapes and other types of instructional materials. Sub-objectives include:

1. To develop competency in listening, viewing and reading skills.
2. To acquire independence in learning.
3. To develop skills in the techniques of inquiry and critical evaluation.
4. To develop desirable reading, viewing and listening patterns.
5. To develop positive attitudes and appreciation for reading.

Activities to achieve these objectives include: the purchase and utilization of filmstrips, cassettes and other related instructional materials. Workshops will be conducted to train the teachers on how to use the media center effectively. More effective use of other library services is planned.

An advisory group assists in the planning and operational activities.

Project Director: Lester H. Macumber
Okolona School District
P. O. Box 51
Okolona, Arkansas 71962

Second Year Operational: 7/1/74 - 6/30/75

A MULTI-DISCIPLINARY AND DIRECT EXPERIENCE APPROACH TO TEACHING ENVIRONMENTAL EDUCATION

The purpose of this project is to develop an environmental education program in grades 4-12 using the following sequential series of curriculum units developed by the project staff:

Grade	Environmental Unit	Grade	Environmental Unit
4	Nature of the Environment	10	The Balance of Nature
5	Interdependence in the Environment	11	Environmental Problems
6	Types of Environment	12	Population Problems
8	Types of Pollution	12	Science and Survival
9	Environmental Decisions		

Project objectives for student activities include:

1. Students will increase their knowledge about the environment and its problems. As a minimum gain, it is expected that the mean post test score will be 25 percent greater than the mean pre-test score.

2. Students will respond positively to the program as measured by a project prepared evaluation questionnaire. Seventy percent favorable responses in each category is considered as an acceptable minimum.

To attain the objectives, each curriculum unit, which requires three weeks of class time, is multi-disciplinary in nature and is structured around student-centered activities. One off-campus field trip is included in each unit for grades 4, 5, 6 and 10. Each unit contains the following components: (a) an overview of the unit; (b) the major concepts of the unit; (c) the behavioral objectives of the unit; (d) a daily schedule for the unit; (e) lesson plans for classroom activities and field trips where applicable; (f) pre-test for each unit; and (g) student and teacher evaluation of each unit.

Project Director: Jack Godbey
Little Rock School District
2000 Aldersgate Road
Little Rock, Arkansas 72205

Third Year Operational: 7/1/74 - 6/30/75

SPRINGDALE-FAYETTEVILLE CENTER FOR STUDY OF AQUATIC RESOURCES

The purpose of this project is to develop and implement a program of meaningful field and laboratory experiences using a lake as an aquatic environmental study center. Cooperative efforts of the classroom teacher and the study center staff will provide a variety of experiences in reaching the following goals:

1. To examine local and regional effects of man upon water resources.
2. To create an awareness among students of how their own personal water source is related to the geographical features of this region.
3. To help students understand the operational processes and cycles involved in waste water treatment.
4. To provide students with an understanding of how abiotic parameters are interrelated with biotic parameters in an aquatic environment.

Activities include using a variety of instructional materials and field trips to a lake coordinated by the aquatic resource study center. The program is directed toward all 5th grade students and 10th grade biology students who engage in a variety of learning experiences during a ten-day period. Laboratory experiences at the aquatic center constitute a major component of the instructional unit.

Project Director: Norman Crowder
Springdale School District
P. O. Box 8
Springdale, Arkansas 72764

First Year Operational: 7/1/74 - 6/30/75

IMPROVEMENT IN THE TEACHING OF BASIC CONCEPTS THROUGH DISCRIMINATION LEARNING EXPERIENCES

The purpose of this project is to develop specific instructional skills among primary teachers that relate directly with readiness deficiencies of first grade teachers. Objectives include:

1. Participating teachers will acquire and demonstrate a knowledge of diagnosis of specific students learning experiences and techniques of teaching these discrete experiences, then apply these techniques during a six-weeks preschool laboratory setting.

2. Student participants will be able to demonstrate a statistically significant improvement in achievement as measured by standardized achievement tests.

3. At the end of each project year, there will be a statistically significant reduction in the number of students entering first, second and third grades who are unable to recognize concepts appropriate for their educational level as indicated by appropriate standardized tests.

Activities to achieve these objectives include:

1. Participation in a six-weeks laboratory with students in which teachers may apply newly acquired skills

2. The development of skills for treatment of readiness deficiencies.

3. The development of instructional and testing materials.

4. Teachers will prepare an outline of concepts and prerequisite discriminations which have been identified as those necessary for successful learning in the first grade.

An advisory committee assists with the planning and operational activities.

Project Director: W. T. Fincher
Malvern School District
1517 South Main Street
Malvern, Arkansas 72104

Second Year Operational: 6/1/74 - 5/31/75

EXEMPLARY OPEN KINDERGARTEN

The purpose of this project is to develop and implement a method of kindergarten education which will increase the achievement level of children entering the first grade and will result in a successful start toward a program which will produce students who are more independent, more creative, more socially responsible, and are more able to express themselves clearly. Objectives to be attained include:

1. To increase reading skills as defined by Barnell Loft Series by at least two levels.

2. To make progress in word attack skills, sight work, structural analysis and learn to pronounce all words on the Dolch word list as selected at random.

3. To value acquired skills by reading outside of class magazines, newspapers, library books, etc. as evidence by informal reports to the class, or teacher or teacher's aide.

4. To increase listening skills two years as indicated on Durrell Listening Tests.

5. To build a positive self-image in relation to self, school teachers and community as measured by the California Test of Personality and Attitude Scale.

In order to achieve these objectives, four qualified early childhood teachers and four teacher's aides work with approximately one hundred kindergarten children. An important component of the program is language experience. A special consultant conducts pre-service and in-service workshops to direct the teachers in this plan. An early childhood consultant advises on early childhood activities. The program is coordinated by a head kindergarten teacher. Specialized materials and equipment necessary for the success of the language experience and of the entire program have been provided. A kindergarten parent's association helps with school-community relations and various members aid in school activities. An advisory committee made up of community representatives assists with the planning and operation of the program.

Project Director: Dwight Jones
Nashville School District
Mount Pleasant Drive
Nashville, Arkansas 71852

First Year Operational: 7/1/74 - 6/30/75

21

A MODEL DEMONSTRATION KINDERGARTEN

The purpose of this project is to implement an educational environment based upon Jean Piaget's theory of how learning most effectively occurs. The program operates in an open space classroom setting utilizing the following inferences from Piaget's writings:

(1) Use of concrete and manipulative materials that appeal to sensory images; (2) children determine their own learning through self-selection of materials; (3) play and imitation are valid forms of learning; (4) verbal teaching is not effective; (5) physical experiences are important; (6) social interaction with peers and adults is a part of intellectual development; (7) maturation is a component of intellectual development; (8) language should be used freely, frequently and informally; (9) affective and cognitive development are interdependent.

Project teachers will:

(1) Be able to identify observable stages in student performance tasks within the cognitive, affective and psychomotor domains; (2) understand Piaget's stages of development; (3) design and refine learning activities for developmental stages; (4) be able to train other teachers in the district to implement the program.

Students will:

1. Master a mean of 80% of the Criterion Performance Tasks as measured by an individual student performance profile.

2. Will increase their readiness skills by one standard deviation as indicated by a pre-post Gates-MacGintie Readiness Test.

Activities to achieve objectives include: a staff of ten people use a wide variety of instructional materials and with the assistance of two instructional consultants conduct activities to meet the objectives. Monitoring and evaluation are conducted by outside evaluators. An advisory council composed of kindergarten parents assist with planning and operational activities.

Project Director: Anne Morgan
Pulaski County Special School District
4424 Jacksonville Highway
North Little Rock, Arkansas 72117

First Year Operational: 7/1/74 - 6/30/75

SWIFTON EARLY CHILDHOOD EDUCATION MODEL

The primary purpose of the project is to create a "blueprint" for planned change in the organization and teaching methods at the elementary school level. The first step of the planned change will occur at the K-2 level, thus it totally involves the education associated with "early childhood".

Changes being planned include the creation of an open-space environment for K-2 and the development of a new curriculum which will allow complete individualization of instruction. A "levels-of-achievement" or "contract" approach will be designed to evaluate students' achievement or progress during the K-2 years rather than the traditional pass-fail system. Existing classroom space will be used with only minor remodeling to achieve the necessary environment.

The goals of the planning phase of this project are:

1. To develop a comprehensive plan for implementing an educational system during the early childhood years that will assure the students in this age group of realizing their full potential regardless of ability.

2. To develop an educational team of teachers who will be dedicated to using those methods of instruction necessary to meet the special needs of the variety of children that they will come in contact with.

3. To establish an educational model that will be an asset to the school district, a source of pride to the community, and an example to the state.

Activities associated with this project are all designed for joint planning on the part of the community, the teachers involved, and the administration. A team of professional educators from a university is developing and leading in-service activities for the staff and community. A pilot activity is included in the project to utilize a learning disabilities teacher so that activities for potential SLD children can be built into the curriculum. Visits to other schools having ungraded or open-space classrooms are scheduled. It is intended for all planning activities to lead the way for the eventual transition to the operational phase of the project in 1975-76.

Project Director: Donald L. Turney
P. O. Box 188
Swifton, Arkansas 72471

Planning: 7/1/74 - 6/30/75

MUSIC, ART, SPEECH AND DRAMA FOR FUN
ACCOMPLISHMENT AND APPLICATION

The purpose of this project is to alleviate major problems relating to the lack of opportunity for students to the development of skills and appreciation for the field of fine arts, the limited in-service training of goal-objective type of instruction for teachers, and the lack of parent participation in school activities. Goals to be met include:

1. Improvement of student performance in the fine arts.
2. To promote the use of goal-objective type of instruction by the teachers.
3. To increase the community's role in planning and initiating school activities and projects.

Objectives to be met include:

1. Students will develop their skills and performance in the fine arts, and their responses of the pre and post tests will be used to show where the students are and how much they have progressed.
2. Teachers will gain proficiency in the use of goal-objective type of instruction.
3. The parents of students will improve their understanding of and ability to participate sufficiently in school activities and projects.

Activities to achieve these objectives include:

1. Providing basic instructional materials and qualified staff.
2. Conducting in-service workshops on goal-objective type of instruction for teachers.
3. Offering night classes in the fine arts areas to the students and adults of the community.

A parent council has been chosen to assist with program activities.

Project Director: Kathleen T. Izatt
Cedarville School District
Cedarville, Arkansas 72932

First Year Operational: 7/1/74 - 6/30/75

EXEMPLARY PROGRAM FOR THE GIFTED AND TALENTED

The purpose of this project is to establish an exemplary program of instruction for the gifted students at the K-6 level for the first year of operation, and with continued planning at the junior high and high school levels.

Expected outcomes for the project include:

Program will meet the educational needs of gifted students and serve as a model for other schools. It will produce the following information:

1. How to schedule enrichment activities for the gifted at all grade levels, using the regular faculty and resource persons for most of the instruction.

2. How to identify the gifted at low cost.

3. How to implement a program for the gifted without placing an undue burden on classroom teachers.

4. How to plan and implement a total program of instruction based on allowance for individual differences.

Activities include:

1. Identification of gifted students and assignment into four groups

   a. Academically gifted
   b. Socially gifted
   c. Kinesthetically gifted
   d. Creatively gifted

2. Scheduling and utilization of all existing facilities and resources

3. Development of four model approaches, based on specific needs and settings found in four different elementary schools; supervision of all four models by the curriculum coordinator of the gifted and talented program.

4. In-service training to train teachers how to identify the gifted and to plan and implement special enrichment programs for them.

5. Evaluation of student achievement and attitude changes; dissemination of project findings.

Project Director: Clarence Williams
Harrison School District
School Administration Building
Harrison, Arkansas 72601

First Year Operational: 7/1/74 - 6/30/75

25

A MODEL GUIDANCE PROGRAM FOR ELEMENTARY STUDENTS
TEACHERS AND PARENTS

The purpose of this project is to provide developmental guidance programs, on a systematic basis, for students and parents; to select appropriate programs and assessment instruments; and to develop and/or strengthen teacher skills in human relationships, observation, and diagnosis.

Activities to be conducted during the planning phase in the development of the program include:

1. Acquisition of consultants for planning, in-service training and evaluation design.

2. Utilization of members in the educational community for input into the project design and follow-up.

3. Determination of responsibilities of the counselors, teachers, and administrators in the guidance program.

4. Selection of programs and assessment instruments to be used.

5. Determination of type of parent study groups to be utilized.

6. Dissemination of information to staff, parents and other community members and private schools.

7. Selection of an advisory council to serve during the planning and operation of the project.

A director with the assistance of the guidance staff and consultants, will plan the overall program; determine a time-table of events; and submit a proposal for operation to begin on a limited scale January 1, 1975. The first six months of operation will incorporate workshops concerning the complete evaluation design, the programs to be used, techniques in counseling skills for teachers, observational skills, and team training. This portion of the program will be tested for twelve weeks. Intake interviews for entering kindergarten students will be conducted in late spring and parent study groups tentatively organized.

The study groups will become active after the project becomes completely operational, July 1, 1975.

An advisory council will assist with the planning and operational activities.

Project Director: Mary Alice Acklin
Stuttgart School District
P. O. Box 928
Stuttgart, Arkansas 72160

Planning: 7/1/74 - 12/31/74

26

CENTER FOR THE DEVELOPMENT OF RELEVANT MATHEMATICS
FOR NON-COLLEGE BOUND HIGH SCHOOL STUDENTS

The purpose of this project is to develop and field-test practical, motivational mathematics materials for non-college bound high school students in grades 10-12. Objectives of the project are:

1. Students will provide evidences of an increase in computational skills of 20 percentiles as measured by a standardized test.

2. Students will show a positive increase in attitude toward mathematics as measured by a project designed attitude inventory.

3. Students will increase skills in solving practical mathematics problems by scoring 20 percent higher as measured by a pre-post project designed test.

4. Students will increase their comprehension of how mathematics is helpful to them by being able to list more examples where math is used in their everyday life at the close of the course as compared to the beginning of the course.

Three major activities are conducted to meet the objectives: (1) development of the materials; (2) classroom testing of the materials; and (3) staff development for teachers involved in the project. Thirty classes representing thirteen school districts are participating in the project.

Conclusions of an independent evaluator, Dr. Donald Wright, Arkansas State University, included the following: (1) The writing stage of the project was successful in developing, refining, revising and printing the material on schedule. The evaluator stated the teachers and students found the material ".... interesting, practical, and educationally valuable. The students enjoyed the activities and could readily see their relationship to real life." (2) Students using materials will gain eleven percentile points in their achievement level in computation; (3) will increase their skills in solving practical mathematical problems by more than twenty percentage points; (4) and can identify significantly more ways in which mathematics is used in everyday life. (5) The project is exportable and economical. Where the efforts of the mathematics teacher warrants it, the use of the material will be successful and students will benefit educationally.

Project Director: Gene Catterton
Wynne School District
P. O. Box 69
Wynne, Arkansas 72396

Third Year Operational: 7/1/74 - 10/30/74

27

PROGRAM FOR THE DEVELOPMENT OF PHYSICAL FITNESS EDUCATION

The purpose of this project is to develop a program for students in grades 1-6 that will focus upon the development of good health practices, physical fitness, perceptual, social and emotional development. Project activities include:

1. Students will develop and maintain physical fitness utilizing skills of coordination, speed and agility, strength, endurance and balance as measured by a periodic self-appraisal instrument.

2. Students will develop rhythmic sense through activities such as folk dance, games set to music, directed movement education and self-directed exploration as measured by individual performance on a rating scale.

3. Students will develop a sense of spatial relations as measured by their performance of specific tasks such as maneuvering the obstacle course.

4. Students will improve their eye-hand coordination through direct and indirect instruction as measured by a staff developed proficiency rating scale.

5. Students will improve behavioral control during social situations as measured by their ability to maintain emotional control during periods of social interaction.

6. Students will display efficient locomotor, non-locomotor and manipulation skills as measured by a staff developed rating skill.

Activities include those conducted by five physical fitness teachers using prescribed methods, instructional materials and equipment appropriate for the program. An in-service training program is conducted for teachers, practice teachers and administrative personnel.

An advisory council assists with the planning and operational activities.

Pre-test results (September) indicated that the district student average for grades 1 through 6 fell at the 41 percentile while the post test (May) average was at the 49 percentile.

Norms were established by the American Association of Health Physical Education and Recreation.

Project Director: Bill P. Livingston
Hot Springs School District
Malvern Avenue
Hot Springs, Arkansas 71901

Third Year Operational: 6/30/74 - 6/29/75

READING PROGRAM FOR EDUCATIONALLY DEPRIVED STUDENTS

This project is directed toward increasing the abilities of educationally deprived high school students to read so that they can perform satisfactorily in other subject areas. Objectives to be met include:

Students will:

1. Increase their reading skills as defined by Barnell Loft Series by at least two levels.

2. Make progress in word attack skills, sight work, structural analysis and learn to pronounce all words on the Dolch word list as selected at random.

3. Value their acquired skills by reading outside of class magazines, newspapers, library books, etc. as evidenced by informal reports to the class, or teacher or teacher's aide.

4. Increase their listening skills two years as indicated on Durrell Listening Tests.

5. Build a positive self-image in relation to self, school, teachers and community as measured by the California Test of Personality and Attitude Scale.

Activities to achieve these objectives include: the employment of a reading teacher and a teacher's aide to assist students with reading problems; the use of appropriate instructional materials; drill exercises; and small reading groups. A reading consultant is employed to assist in giving direction to the project. An advisory committee representative of the school and the community assists with the planning and operational activities.

Project Director: Carl E. Steward
Augusta School District
P. O. Box 499
Augusta, Arkansas 72006

Third Year Operational: 7/1/74 - 6/30/75

. SCHOOL-COMMUNITY INVOLVEMENT PROJECT FOR CULTURE AND CURRICULUM

This project is designed to improve student reading skills through a summer reading program operating during the months when school is not in regular session. The main objective of the project is to prevent any summer loss of reading skills learned during the previous school year, and to extend and reinforce skills for students who need individual assistance in reading.

Objectives of the project include:

1. All participants will show equal or better total reading achievement at the end of each summer of participation in the project as compared to test scores obtained at the end of the previous school year as measured by a standardized reading achievement test.

2. Students who participate in the summer reading project will have their reading achievement gains, and/or retention of past gains reflected by the fact that they will have increased achievement in other subject areas at the end of the three-year period.

3. At the end of each summer of participation in the project, students who participated will have a significantly higher mean difference in retention rates when compared with a group of matched student non-participants.

4. The combination of the reading - art/crafts - library activities program will motivate at least twenty percent of the district's student population to participate in the project.

Activities to achieve these objectives include: (1) Staff development through in-service training sessions and workshops. (2) Consultant services to assist with program development and evaluation. (3) Appropriate instructional materials and equipment to meet individual needs of students on all working ability levels. (4) Charting growth and achievement of each student; pre and post-testing of all participants. (5) Arts/crafts activities class to motivate students to participate in this volunteer enrollment project. (6) Mobile reading trailer and arts/crafts bus carry the project to students in outlying communities who cannot walk in to regular school sites.

Five reading teachers, two librarians, one library supervisor, one arts/crafts supervisor, two arts/crafts instructors, one counselor, reading, library, arts/crafts aides and parent volunteers assist with the operation of this project.

An advisory Council and community citizens assist with the planning and implementation of this project.

Project Director: Janet Prince
Eudora School District
111 North Archer Street
Eudora, Arkansas 71640

30

Third Year Operational: 9/15/74 - 9/15/75

DIAGNOSTIC-PRESCRIPTIVE READING INSTRUCTION DEVELOPMENT

The activities of this project are to provide for the planning and pilot testing of a program that will develop knowledge and procedures to facilitate diagnostic-prescriptive instruction suited to the progress rate of each child. A pilot acitivity is included.

Objectives:

1. Develop a reading skills check list for each grade level.

2. Provide in-service training for teachers in the use of the check list.

3. Provide in-service training for teachers to increase their knowledge of the teaching of reading.

4. Supervise teachers to improve skills in diagnostic-prescriptive instruction.

A reading consultant has been employed to assist in developing the skills lists, and in designing the in-service training and supervisory activities. Teachers participating in the project are released from teaching duties to participate in the in-service training.

An independent evaluator has been employed to evaluate the effectiveness of the pilot activities.

Project Director: John H. Barker
Director of Instruction
Osceola Public Schools
P. O. Box 628
Osceola, Arkansas 72370

Planning-Pilot: 7/1/74 - 6/30/75

31

SERVICE TO ADVANCE READING TEACHER SKILLS

The purpose of this project is to aid elementary reading teachers in mastering instructional skills so that student learning may be masterfully attained. Objectives include:

1. Teachers will respond positively to in-service training and will increase their understanding of factors related to masterful reading instruction as indicated by pre-post results on staff constructed tests and scales.

2. Teachers will be able to demonstrate knowledge acquired in in-service as evidenced by systematic classroom observation reports of the in-service training director.

3. All teachers and those students in grades 4 - 6 will display increasingly positive attitudes toward reading as evidenced by results of staff constructed attitude inventories.

4. First graders will show an increase of at least one stanine in areas of environment, aural comprehension, and letters and sounds as indicated by pre-post results of the Stanford Early School Achievement Test.

5. Students in grades 2 - 6 will increase at least one instructional level in word recognition and comprehension as determined by pre-post informal reading inventory results, and will gain a month for a month's instruction as indicated by pre-post California Reading Test results.

Activities to reach objectives are: a series of in-service sessions to introduce proven instructional methods, techniques, and materials; a series of follow-up classroom visits for observation of and assistance to teachers; participating staff visits to observe exemplary classroom operation at the Valley Springs Elementary School. Basal reading instruction is employed as the foundation to solid teaching and learning.

Project Director: Kathleen Schaefers
Valley Springs School
P. O. Box 86
Valley Springs, Arkansas 72682

First Year Operational: 7/1/74 - 6/30/75

32

DEMONSTRATION CENTER FOR THE INDIVIDUALIZED SCIENCE INSTRUCTIONAL SYSTEM

Statement of the Problem

Deficits exist among all students in Arkansas in achievement in science, with extremely severe deficits among the black students. Occupational skills are becoming more technically oriented in our society, thus, limiting the opportunities of many students whose basic knowledge of science concepts, processes, and skills are sub-standard when compared to the average student. The El Dorado and Marianna School Systems have agreed to become a demonstration center for the Individualized Science Instructional System (ISIS) as being developed by Florida State University. Goals include:

1. To implement an individualized science course which will include the low achieving, secondary school students.
2. To train the LEA staff to manage an individualized science course.
3. To evaluate the effectiveness of the ISIS course for secondary students of the El Dorado and Marianna School System.
4. To operate a demonstration center for the ISIS course in El Dorado and Marianna for assisting other LEA's in the state in the decision making process of implementing the course.

Expected Outcomes

At the end of the proposed Title III, ESEA project, the El Dorado and Marianna School Systems will have implemented and operated a demonstration center for the Individualized Science Instructional System course. Specific outcomes will include: (1) Training eight teachers to implement and operate the ISIS course; (2) conduct approximately twenty sections daily to include 450 students in instruction in twelve ISIS minicourses; (3) evaluate the effectiveness of the ISIS course in the El Dorado and Marianna School Systems; (4) LEA staff of at least fifty schools will visit the demonstration site; (5) positive response by students, staff and parents to the ISIS program.

Project Director: Johnnie Burns
El Dorado Public Schools
700 Columbia Street
El Dorado, Arkansas 71730

First Year Operational: 8/27/74 - 6/30/75

33

AN EXEMPLARY REGIONAL PROGRAM
FOR HEARING IMPAIRED CHILDREN

This project, designed to serve Washington and Benton Counties, is directed toward proving the practicability of regional programs for handicapped youngsters where the per capita incidence of the handicapping factor is too low for single district financing. It is also the purpose to delay, and if possible to prevent the institutionalization of children with severe hearing impairment. Objectives include:

Students will:

1. Increase their oral communication skills as shown by Utley Lip-reading Tests and other normalized and teacher made instruments.

2. Increase in achievement as shown by the Metropolitan Achievement Test Battery.

3. To the 90 percent level, demonstrate increased levels of social maturity as determined by the Vineland Social Maturity Scale.

4. To the 90 percent level, demonstrate a greater satisfaction with school than previously as determined by interviews with students and parents.

To achieve these objectives the following activities will be undertaken: the employment of qualified teachers for the hearing impaired to instruct students on a tutorial and/or a self-contained classroom basis; appropriate instructional materials will be purchased; sound amplification equipment which uses the most modern technology will be purchased and used; qualified consultants will be employed to assist with evaluation and assessment; and an advisory committee of parents and professionals will meet regularly for planning and operational assistance.

Project Director: Ben Winborn
Fayetteville School District
P. O. Box 849
Fayetteville, Arkansas 72701

First Year Operational: 7/1/74 - 6/30/75

EXEMPLARY LEARNING PROGRAM FOR THE LEARNING DISABLED
Grades 7-9

The purpose of this project is to provide an exemplary instructional program for students, grades 7-9, who have specific learning disabilities, and to demonstrate the success of the procedures used.

Expected outcomes include:

1. Students (grades 7-9) with learning disabilities will be able to receive average or above ratings on final examinations in the courses they take.

2. Students will be able to improve in their weak sensory channels or will learn to by-pass weak areas in their development of study habits.

3. This project will provide a model for other schools to follow.

Activities include:

1. Identify all specific learning disability students in Harrison Junior High School, grades 7-9.

2. Provide a resource center with two specialist teachers to assist these students in the improvement of weak sensory channels, with emphasis on perceptual-motor skills, sensory-motor integration, and basic skills in language development.

3. Provide a curriculum coordinator for SLD students who will coordinate the instructional program among classroom teachers, the specialist teacher, the counselor, tutors, and aides.

4. Provide multi-sensory learning materials that will parallel the subject matter of elective and required courses, allowing students to work with these materials in study centers under the guidance of tutors to learn subject matter of the courses in which they are enrolled.

5. Use special testing procedures in lieu of regular classroom tests, where students have weak language skills.

Project Director: Clarence Williams
Harrison Educational Research and Development Center
School Administration Building
Harrison, Arkansas 72601

First Year Operational: 7/1/74 - 6/30/75

35

SPECIAL EDUCATION JOB READINESS SKILLS LABORATORY

The purpose of this project is to develop, test and refine a job readiness skills laboratory for junior high educable mentally retarded students. Product-outcome objectives include:

1. Junior high students will demonstrate an increased application of readiness skills as measured by a pre-post criterion referenced rating scale. Minimum performance standard: 20 percentage mean gain.

2. Administrators, special education teachers, parents and participating students will respond positively to the project as measured by a feedback questionnaire. Minimum performance standard: 75 percent positive response.

3. The Job Skills Laboratory will be refined during the second year of operation and a detailed program curriculum will be provided to the SEA for replication in other school systems. A panel of LEA, SEA, and selected personnel will evaluate the degree of replicability of the project as described in the report by responding to a rating scale.

Activities to be implemented include: (1) equipping a laboratory with appropriate job centers; and (2) extensive staff development with emphasis upon the preparation of instructional materials and curriculum adjustments that will result in a complete course outline for training activities. The laboratory will operate in two phases. In Phase I, the students will rotate through a series of prescribed work stations carefully structured to evaluate work habits. Phase II will remediate or retrain students who exhibit weak, nonexistent, or poor work habits.

An advisory committee assists with the planning and operational activities.

Project Director: Don Blessing
Little Rock School District
Markham and Izard Streets
Little Rock, Arkansas 72201

Second Year Operational: 7/1/74 - 6/30/75

A PROGRAM FOR LANGUAGE DEVELOPMENT AND CORRECTION OF SPEECH IMPAIRMENTS

The purpose of this project is to (a) demonstrate and evaluate the effectiveness of a language development treatment program for students in grades K-2 who demonstrate a lag in language skills, (b) demonstrate and evaluate the effectiveness of a speech therapy program for students in grades K-2 who demonstrate mild-to-severe articulation problems, and (c) compare the effectiveness between a program combining the two procedures named above, and procedures being conducted as separate programs.

Objectives include:

1. Participants in the integrated language development/speech therapy program will show a statistically significant greater gain in language development as measured by pre/post test scores on the SRA Assessment Survey language arts subtest.

2. Participants with speech defects will show a statistically significant greater improvement in oral language skills as measured by a staff-made criterion rating scale applied to pre/post audio recordings of each student's speech.

Activities include in-service training for participating teachers and the use of a variety of instructional materials and equipment in the language development program. Speech therapists assist with special activities to alleviate the handicaps of speech impaired students.

Project Director: Patrick Henry Flanagin
Marianna School District No. A
Marianna, Arkansas 72360

First Year Operational: 7/1/74 - 6/30/75

AN ALTERNATIVE EDUCATIONAL PROGRAM
FOR THE EMOTIONALLY DISTURBED ADOLESCENT

The purpose of this project is to develop and implement a comprehensive program for emotionally disturbed adolescents within a traditional school environment. Objectives of the project include:

1. Students will exhibit a decrease in the frequency of maladaptive behavior as indicated by ratings of the resource teacher and participating classroom teachers.

2. Students will increase their achievement by .5 grade level as indicated by pre-post test scores on a standardized test.

3. Students will respond positively to the program as indicated by (a) the frequency of absences from school and (b) the number of suspensions from school. A decrease of 10% is anticipated.

4. Participating teachers will demonstrate a knowledge of maladaptive behavior patterns as indicated by the attainment of at least 70 percent of the workshop objectives.

Activities include the identification of students needing assistance; the provision of special individualized instruction in a resource room setting; providing special training to regular classroom teachers; and utilizing the services of a mental health center for diagnosis, treatment and staff development.

Project Director: John Fincher
Monticello School District
P. O. Box 517
Monticello, Arkansas 71655

Second Year Operational: 7/1/74 - 6/30/75

THE UNION COUNTY SPECIAL EDUCATION COOPERATIVE

The purpose of this project is to establish an educational cooperative that will provide an education program for the educable mentally retarded students in the rural schools of Parker's Chapel, Norphlet, and Mt. Holly. Expected outcomes of this planning project are as follows:

During the planning period the planning committee will:

1. Identify 40-50 educable mentally retarded students in the participating school districts.

2. Identify the specific needs of the students identified.

3. Outline specific program activities to be used in the operational program.

4. Write specific program objectives for the first-year program.

5. Develop an evaluation design for the first-year program.

6. Write an operational plan for implementing an educational cooperative for educable mentally retarded students.

Activities to achieve these objectives include: screening students to identify potential educable mentally retarded students; individual testing of potential participants; planning, with the help of consultants in special education, a feasible program to provide needed services to educable mentally retarded students in three rural school districts, on a cooperative basis.

The planning committee is composed of one administrator from each participating school, one teacher, and one parent from each of the schools.

The planning project will result in a written proposal for an operational program.

Project Director: Floyd Gibson, Superintendent
Norphlet School District
Box E
Norphlet, Arkansas 71759

First Year Planning: 7/1/74 - 6/30/75

39

DESIGN AND DEVELOPMENT OF A PRAGMATIC
PRE-EMPLOYMENT TRAINING CURRICULUM FOR MENTALLY RETARDED YOUTH

This project is concerned with the development of a vocational training model for secondary EMR students to meet the following needs:

1. A pragmatic training model to prepare secondary EMR students for entry into gainful employment.

2. The development of a vocational skills training program commensurate with EMR student capabilities and aspirations.

3. The development of individualized instruction techniques and a staff development program to facilitate the implementation of the program.

4. A functional student assessment design that is appropriate for placement of students in vocational training and job placement programs.

5. Sequential skill development curriculum design that will provide continuity of programming for specific job performance.

6. Establishment of new and functional career programs that will assure adequate self-concept development and successful standards of performance for job retention.

Activities being implemented include:

1. A "hands-on" type laboratory experience in seven job settings such as food service, laundry, floor care, shop, grocery store, office, hospital and motel room.

2. Evaluation of vocational skills with recycling when necessary.

3. Refined curriculum as a result of the pilot program.

Project Director: Inez Westbrook
Pine Bluff School District
Trice Education Building
11th and Oak Streets
Pine Bluff, Arkansas 71601

First Year Operational: 7/1/74 - 6/30/75

A MODEL PRIMARY LEARNER-CENTERED INSTRUCTIONAL PROGRAM

The purpose of this program is to attempt to solve the persistent educational problems at the elementary school level in the areas of low achievement in language arts, mathematics and psychomotor skills in social identity, and in home-school-community communications. Objectives include:

1. By June 1, 1975, project teachers will have developed positive learning environments that will enable students to internalize values, develop positive social identities as measured by pre and post tests, using Early Detection Inventory in grades 1 and 2 and the School Sentiment Index Scale in grade 3.

2. By June 1, 1975, 85% of the students will have acquired positive socialization skills in areas of social identities as measured by pre and post tests of the School Sentiment Index Scale.

3. By June 1, 1975, the parents, aides, teachers and administrators will be more positive in their responses to lower achieving students as measured by recorded observations of the project director and the principal.

4. By June 1, 1975, 70% of the students will gain an average of one year or more prorated in months in language arts; in mathematical concepts and computation as measured by the Metropolitan Achievement Test.

5. By June 1, 1975, 70% of the students will improve their overall psychomotor skills as measured by the Santa Clara Inventory of Developmental Tasks.

Activities for attaining the objectives include: (1) a continuous training program for staff and aides, (2) a gradual change of eight traditional classrooms into individualized learner-centered instructional centers, (3) a daily 30-40 minute schedule of each teacher or aide in the multi-media classroom as an extension and enrichment of regular classroom activities, (4) a daily schedule of one or two subgroups (20 minutes each) from each class into the psychomotor classroom, (5) a two-day volunteer tutor workshop to train teacher volunteer aides for all district schools, (6) a program initiated to begin home visitation, (7) an evaluation program (pre and post objective and subjective data), and (8) a continuous public relations program between schools, community and parents.

Project Director: Mildred Bearden
Westside Elementary School
Benton, Arkansas 72015

41

First Year Operational: 7/1/74 - 6/30/75

PROJECT MAINSTREAM - WITH EMPHASIS ON LANGUAGE DEVELOPMENT

This project is designed to increase the communication skills of the lowest achievers in first through fourth grade pupils through a series of meaningful activities that will lead to improved reading abilities and a more positive self-image. Objectives to be attained are:

Pupils will:

1. Increase word knowledge as measured by Metropolitan Achievement Test by at least 8 percentile points.

2. Increase visual perception skills by 20 percent as indicated by Frostig Developmental Test of Visual Perception.

3. Develop adequate auditory discrimination skills as determined by Wepman Auditory Discrimination Test.

4. Demonstrate a positive increase in attitude toward self, school, and others as measured by Self-Appraisal Inventory and School Sentiment Index published by the Instructional Objectives Exchange, Los Angeles, California.

Activities to achieve these objectives include: supplementing the regular school program by providing one full-time teacher and 8 teacher aides who assist 13 regular district employed teachers in the use of appropriate instructional materials and to assist with auditory drill exercises. Tutors are also used in the teaching process. An advisory committee assists with planning and evaluation activities.

Project Director: LouVenia J. Clark
Forrest City Public Schools
334 Graham Street
Forrest City, Arkansas 72335

First Year Operational 7/1/74 - 6/30/75

MULTI-LEVEL ALTERNATE INSTRUCTIONAL PROGRAM
IN MATHEMATICS AND LANGUAGE ARTS

The general goal of the project is to establish a demonstration multi-level instructional program which will provide students an alternative to the traditional program. Program goals, in addition to providing alternatives, include:

1. To develop a multi-level curriculum guide in language arts and mathematics, grades 4-12.

2. To train teachers of language arts and mathematics in techniques of multi-level instruction.

3. To increase student achievement in language arts and mathematics.

4. To increase students' independent work-study habits.

5. To help students develop a more positive self-image.

Activities for the second year include: In the instructional component, students will receive individualized instruction in language arts and/or mathematics. Emphasis will be placed upon individual students' mastery of specific instructional objectives, sequenced by levels. In the curriculum development and training components, workshops will be conducted to help teachers develop a multi-level curriculum guide and to learn new techniques for student motivation and classroom management. Parents and the community will be informed of the progress of the project through conferences and presentations to civic and other community groups.

An advisory group assists in the planning and operational activities.

Project Director: Marietta Hutchison
Morrilton School District
Church and Fletcher Streets
Morrilton, Arkansas 72110

Second Year Operational: 7/1/74 - 6/30/75

43

AFFECTIVE LEARNING WITH EMPHASIS ON CHILDREN
BECOMING SELF-DIRECTED LEARNERS

This planning grant is directed toward helping teachers acquire an understanding of the affective domain which consists of: (1) students' feelings about themselves; (2) students' attitudes toward teachers and teaching, and (3) help students develop a positive attitude toward school and life in general. Objectives to be met include:

1. Upon completion of the in-service sessions, the staff will have chosen one or two aspects of affective development which is the primary focus of the operational project.

2. At the end of the planning period: 80% of the teachers who have participated the full year will respond with 85% accuracy to a project developed instrument designed to measure their understanding of the theoretical basis of affective development.

   Participants will:

3. Refine an instrument which will reliably measure the affective behavioral change of students.

4. Administer a variety of informal assessment instruments which are described in the textbook materials.

5. Plan and practice writing behavioral objectives to be used in their class activities.

6. Have an understanding of human relations programs and their relevance in the classroom.

The emphasis on this proposal for improvement in the affective domain will be accomplished through teacher in-service education. The in-service program will have several facets. (1) Consultants will provide leadership and help teachers understand some theory, and participate in practical sessions concerned with teaching strategies and teacher production of materials. (2) The in-service meetings will consist of four days of pre-service meetings and monthly in-service meetings during the year, and additional sessions conducted by T-A groups and additional sessions conducted by the ATAC group.

The in-service meetings will introduce teachers to a wide range of affective learnings and materials. From this broad scope, one or two aspects will be chosen by the faculty on which to concentrate the following year.

Project Director: Blanche Graddy
Warren Dupree Elementary School
Gregory Street
Jacksonville, Arkansas

Planning: 7/1/74 - 6/30/75

PEER TUTORING IN AN INTERGRATED STUDY CENTER

This project is designed to increase the study skills of those junior and senior high school students who have shown the lowest achievement in these skills, as well as in selected subject matter areas. Objectives to be met include:

1. Target students will increase their overall study skills by 10 percent as measured by S.R.A. tests.

2. Target students will increase their subject matter achievement by 10 percent in social studies and science as measured by S.R.A. tests.

3. Target students will improve classroom participation and assignments with target teacher via an after-school-hours integrated study center.

4. Target students will improve their overall study habit techniques as demonstrated with them by an after hours peer-tutor.

5. Peer tutors will demonstrate their proficiency in the use of study sources by making a possible 4 out of 5 score on a study skills inventory.

6. Target teachers, the project director and peer tutors will produce a tutorial bibliography of instructional materials suitable for target students in the subject areas of use of sources, social studies and science.

Activities to achieve the above objectives include: (1) employment of junior and senior high school students to assist target students in study skills when recommended by teachers, (2) employment of two paraprofessional aides to facilitate the regular librarian in the center's directorship; provide peer-tutors during after hours as study guides to low achievers, (3) construct and offer a one-semester course in "How to Study" for peer-tutors. Professional consultants are contracted for target teachers' in-service training workshop and for evaluative services. Monthly progress meetings are held with target teachers, the director and others. The community is urged to assist with the planning and operational activities through an advisory committee. All faculty members are informed of the program's progress in a monthly newsletter from the director.

Project Director: Edna Roshell
Rison Public Schools
P. O. Box 307
Rison, Arkansas 71665

First Year Operational: 7/15/74 - 6/30/75

A HUMANISTIC JUNIOR HIGH SCHOOL INSTRUCTIONAL PROGRAM

This project is directed toward staff development, provision for individual differences, with emphasis upon learner-centered rather than subject-centered class activities.

Objectives to be met include:

1. The staff will increase their personal and interpersonal skills and understanding of others.

2. The staff will increase their knowledge and potential for strengthening the desirable behavior of their students.

3. The staff will become more "learner-centered".

4. The staff will increase provision for individual differences and use methodology that stimulates students more than control groups.

5. The staff will be involved in writing their own performance objectives which reflect humanization and which will attempt to be ones that are part of a team effort toward the larger goals of the project.

6. Students will show more positive attitudes toward school, teachers, and education.

7. Students will show higher self-concepts.

8. Students will attain greater achievement gains.

Activities include:

A two week summer workshop with several consultants to orient the staff to a humanistic philosophy and to build enthusiasm; weekly scheduled small group sessions with the junior high staff in the development of improved personal and interpersonal skills and understanding of others; opportunities for the staff to meet periodically, individually or in small groups, with consultants to discuss their feeling and student behavior.

Another activity is developing a model classroom for the socially maladjusted and the emotionally disturbed student.

Project Director: Joe Mathias
Rogers Public Schools
220 South 5th Street
Rogers, Arkansas 72756

First Year Operational: 7/1/74 - 6/30/75